DOCUMENT RESUME

ED 127 221 95 SO 009 286

TITLE	Promising Programs in Arts Education: For California Public Schools.
INSTITUTION	California State Dept. of Education, Sacramento.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	40p.
AVAILABLE FROM	California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65 paperback)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	After School Programs; Art Appreciation; *Art Education; Community Involvement; *Community Programs; Community Resources; *Educational Programs; Elementary Secondary Education; Instructional Programs; *Program Descriptions; Program Development; Program Planning; School Community Cooperation; *School Community Programs

ABSTRACT

Twenty-three exemplary art education programs in California school districts are identified and described. Selected on the basis of criteria stressing program management and commitment, these programs represent three categories: comprehensive multiart experiences, in-school programs, and shared community-school resources. The comprehensive programs make various use of resource teachers, professional artists, community art education resources, and demonstration schools with inservice education components. In-school programs encourage environmental beautification projects, dance and movement workshops, publications of student art and creative writing, and participation in community events. School/community programs, often utilizing resources at local universities and museums, provide individual and group art experiences, and sponsor theatrical workshops and touring programs. For each program, information is given about initiator, grade level, funding, and contact. (AV)

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ED127221

Promising Programs in Arts Education

For California Public Schools

SO 009 286

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles—Superintendent of Public Instruction
Sacramento, 1976

This publication, which was edited and prepared for photo-offset production by the Bureau of Publications, California State Department of Education, was published by the Department, 721 Capitol Mall, Sacramento, CA 95814.

The activity, which is the subject of this report, was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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1976

Credits

Photographs and original works were provided by the following: p. 3, San Francisco Unified School District; p. 5, Glendale Unified School District; pp. 8 and 15, Palo Alto City Unified School District; pp. 9 and 13, Orange Unified School District; p. 10, Borrego Springs Unified School District; pp. 11 and 29, Los Angeles Unified School District; p. 16, Poway City Unified School District; p. 18, ink drawing by Chris Hill, grade twelve, and poem by Robin Balliger, grade twelve, San Diego City Unified School District; p. 20, California State University, Northridge; p. 22, M. H. de Young Memorial Museum; p. 23, Old Globe Theatre; p. 25, Rio Hondo Community College; p. 28, Mount San Antonio Community College District.

FOREWORD

Making the arts part of our children's learning experiences is more important today than at any time in our history. As the authors wrote in the introduction to the *Art Education Framework for California Public Schools*, "Art, by deepening personal experience, helps to humanize an environment that is becoming increasingly automated and impersonal." And we need teachers who understand the importance of helping children to express themselves through the arts and of helping children to learn to be sensitive to all aspects of life, to gain a richer appreciation for creativity, and to experience the joy of being touched in meaningful ways by art or music or drama or the dance.

The California State Board of Education has given its support for a "reemphasis on arts and humanities education in the school districts of the state." And the Board has asked the school districts to help reverse the "trend to deemphasize arts and humanities education."

Both the Task Force in Early Childhood Education (ECE) and the California Commission for Reform of Intermediate and Secondary Education (RISE) recognized the importance of the arts in the lives of children. "Children in primary school should have rich experiences in art, in music, in movement exploration, and in the scientific exploration of their world," the ECE group wrote in its final report. The RISE commission voiced its concern for the arts in this recommendation: "Learners should be introduced to, and involved in, aesthetic experiences as an essential part of the instructional program."

By examining this publication, we find that in many California schools the arts are being given the emphasis suggested by the State Board, the ECE task force, and the RISE commission. I commend those responsible for developing the fine programs described on the following pages. I am also certain that the arts are being made an important part of the learning experiences of children in many other schools. However, as the RISE report tells us, research "indicates that we have underestimated the ability of children and that children's creative as well as intellectual energies should be guided more appropriately than they have been in the past." Therefore, we should do what we can, as the ECE task force told us, to encourage children "to scribble, paint, draw, sing, move, speak, and write naturally and spontaneously."

One of our most important jobs in education is to open wide the doors of exploration so that the arts become an integral part of the

lives of our children. How dull—how very drab—those lives would be if they looked, but did not see—touched, but did not feel—listened, but did not hear—walked upon life's stage, but never took a curtain call.

Superintendent of Public Instruction

PREFACE

The arts-in-education movement was significantly fortified by the creation in 1973 of the Alliance for Arts Education, a national educational program of the John F. Kennedy Center for the Performing Arts. Financial support for this program is provided by the U.S. Office of Education of the Department of Health, Education, and Welfare.

The California Alliance for Arts Education Committee is contributing to comprehensive planning in arts education by working in concert with the California State Department of Education. The assistance of the committee in designing and implementing the evaluation project is gratefully acknowledged. Special thanks are extended to its past chairpersons, Grant Beglarian and Benjamin Hazard, and to its current chairperson, Joan Newberg.

School districts from throughout California were invited to submit their arts programs for consideration as exemplary programs. Twenty-three outstanding arts programs were selected, and these are identified in this publication.

Other schools and communities should be encouraged to examine their arts programs for possible methods of improvement. Many of these programs may already be recognized as outstanding examples, and they should be added to the present list of promising programs.

The evaluation and review team included Kenneth Dorst, Marlowe Earle, Kathi Gallagher, Pauline Gratner, Benjamin Hazard, Angela Hudson, Ruth Knier, Joan Newberg, and Betty Walberg. The team was assisted in the on-site evaluations by Edna Jo Reed, Mary Reed, Pauline Sugine, and James Snowden. All those who participated in the visitations came away with a sincere commitment to improving the quality of education in California to the high level exemplified by so many of our school and community people. Special gratitude is expressed to these dedicated individuals who are working to bring arts experiences to the children of California.

WILLIAM E. WEBSTER
Deputy Superintendent for Programs

DOUGLAS A. CAMPBELL
Assistant Director,
Office of Curriculum Services

CALIFORNIA ALLIANCE FOR ARTS EDUCATION COMMITTEE

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Consultant in Arts Education

Clifton Shryock, *State Department of Education*
Consultant, Bureau of Physically Exceptional Children

James Smith
President, California Art Education Association

Betty Walberg
President, California Dance Educators Association

Audrey Welch
Arts Coordinator, Glendale Unified School District

NATIONAL ALLIANCE FOR ARTS EDUCATION

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IDENTIFICATION OF PROMISING PROGRAMS IN ARTS EDUCATION

The California Alliance for Arts Education Committee submitted a proposal to the National Alliance for Arts Education in the fall of 1974 for support for the identification of exemplary programs and promising practices in arts education in California public schools. The proposal was approved for funding for the 1975 fiscal year. At the same time the California State Department of Education was establishing a comprehensive program for the arts in education. The purpose of this program was to provide data for dissemination and models for replication throughout California.

An implementation plan for arts education was developed by the California Alliance for Arts Education Committee. The committee suggested that the programs to be evaluated might include the following categories:

1. Instruction in an individual arts discipline, such as visual art, crafts, creative writing, dance, drama, music, or photography
2. Interdisciplinary/multiarts or humanities programs
3. Arts in general education
4. Combined community and school arts programs
5. Arts for the handicapped or for the mentally retarded

Program Criteria

Program selection criteria were developed by the committee with the assistance of Gene Wenner of the John D. Rockefeller III Fund. These criteria included the following:

1. Commitment to quality education for all children
2. Commitment to quality education through the arts
3. Creative use of existing resources
4. Collaborative approach to program planning and development
5. Ability to create and implement an organic program design
6. Continuing curriculum and staff development
7. Ongoing evaluation
8. Effective communications system

School districts and community arts agencies were invited to request applications and submit them for consideration early in the spring of 1975. Representatives of the California Alliance for Arts Education Committee screened all of the applications and selected those which, in their judgment, met the established criteria for on-site visitation by an evaluation team. On the basis of this process, the committee approved 23 programs.

Questions raised by the evaluation teams centered on those points discussed by Robert E. Stake in his book *Evaluating the Arts in Education, A Responsive Approach*. The evaluators were concerned with such questions as (1) Do all the children benefit from an arts program? and (2) Do the arts get a fair share of school resources?

Many arts-in-education projects reviewed were still in their inception stages and were not among those evaluated. Other arts programs that are not described in this document would undoubtedly meet the criteria. (The Los Angeles Symphonies for Youth, Open House at the Hollywood Bowl, and similar youth programs in many California communities are among the projects that have for many years provided arts experiences for children. School programs, some of which are funded by the National Endowment for the Arts, are also to be found in Saugus Union Elementary, Fullerton Elementary, and other school districts.)

This publication should serve as a catalyst for additional programs to be identified as models for replication. The Arts in Education Program personnel in the State Department of Education will welcome all requests for information.

Program Categories

The programs described in this document are grouped into three categories:

1. Comprehensive programs that provide multiarts experiences or interdisciplinary activities
2. In-school programs that are unique to one arts discipline or are confined to the framework of an individual school's program
3. Community and school programs in which community resources are utilized to reinforce arts in education projects

A program usually begins with a determined leader showing concern, ingenuity, and patience in working with school administrators and in enlisting support from the community. The concern of the total school community and the interest generated by students for an arts program will be demonstrated by the amount of volunteer effort put forth by teachers, administrators, and community leaders.

Visiting artists can help guide an arts program.

A catalyst for the arts program is often the expression of concern for a void in one arts discipline such as dance, music, or visual art.

Inservice training for arts programs for regular classroom teachers is often an integral part of the project for continuing curriculum development. The involvement of visiting artists and community arts resources is important to the total program design.

Program Information

Preceding each description of an exemplary program, the name, address, and telephone number of a contact person are given; however, information on the current status of a project can be obtained from the Department of Education. The resource material listed for each program also may be obtained from the Department. These programs should be allowed to develop with a minimum of interruption; therefore, the Department is assuming the responsibility of providing information to those interested. To obtain information, contact Louis P. Nash, Consultant in Arts Education, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814, telephone (916) 322-4015.

COMPREHENSIVE ARTS PROGRAMS

ALVARADO SCHOOL ART WORKSHOP, INC.

Community art education resources in the classroom

Initiator: San Francisco Unified School District
Grade level: Kindergarten through grade twelve
Support: National Endowment for the Arts, California Arts Commission, Comprehensive Employment and Training Act, private foundations, local businesses and agencies, and community volunteers
Contact: Leah Forbes, Alvarado School Art Workshop, Inc.,
2340 Forty-second Avenue,
San Francisco, CA 94116
(415) 664-3352

The Alvarado School Art Workshop, Inc., was established when parents, teachers, and pupils realized that the classroom teacher needed assistance in providing worthwhile and lasting arts experiences for children. Without resources for art specialists, concerned parents explored their own community and discovered a wealth of artistic talent that could supplement the classroom program.

From one arts project in one school in 1968 came a comprehensive program that now involves 40 schools in San Francisco. The program has received national acclaim. The basic objectives of the program include the following:

1. Coordinate school, parent, and community resources, and consolidate existing programs and curriculum with activities that integrate the mind, hand, and eye.
2. Teach skills that will be useful throughout life.
3. Allow time for pupils to understand the learning process.
4. Mold a new physical environment with products of the pupils' experiences.
5. Introduce pupils to vocational and career education by involving professional artists in the projects.

The program coordinators seek to find qualified practicing artists and volunteers to work on projects involving pupils, parents, teachers,

and administrators. Program offerings include activities for the gifted and for the educationally handicapped. Inservice training for teachers and parents relates the arts to reading and communications skills.

Each school site has a parent and an artist coordinator to assist in planning projects, providing materials, and implementing the program. The program is initiated only where it is invited and supported by a core group of committed parents. Success is achieved only when administrators, teachers, and parents work together. The creative resources found within the educational establishment and in the community are supported by funding from local, state, and national sources.

Resource materials: Reports and program announcements

GLENDALE COORDINATED ARTS PROGRAM

Resource teachers, professional artists, and community volunteers in the schools

Initiator: Glendale Unified School District
Grade level: Kindergarten through grade twelve
Support: National Endowment for the Arts, Artists-in-Schools Program, two arts coordinators, two specialists, and inservice training
Contact: James Delaney,
Glendale Unified School District,
223 North Jackson Street,
Glendale, CA 91206
(213) 241-3111

The program focus of the Glendale Coordinated Arts Program is districtwide. Classroom teachers, who have daily contact with children, share their responsibilities with resource specialists. All

schools in the district have access to the same arts education resources. The students learn by doing.

All 23 elementary schools in the district are participating in this program, which includes experiences in visual arts and music. District workshops and training conferences are provided at several sites. Community art support organizations and secondary-level students of the arts provide on-site programs in art and music appreciation. These programs include dance and drama performances.

Glendale's coordinated instructional program is based on a needs assessment made by the faculty and field administrator of each school. Outside consultation by professional arts educators is budgeted for workshops and curriculum development.

Teachers receive salary credit for attending the workshops. Two teachers from each school provide support services. These teachers receive special training to serve as curriculum designers, implementers, and evaluators.

A film-making project is supported with funds from the National Endowment for the Arts and the Artists-in-Schools Program.

Glendale was one of five national sites selected for the Arts Impact Project, which provided substantial funding for arts education in the program over a two-year period.

GOLETA CULTURAL ARTS PROGRAM

Teacher inservice training, participation of local artists, and performances for children

Initiator: Goleta Union Elementary School District
Grade level: Kindergarten through grade eight
Funding: $26,500 from the district's general fund
Contact: Marilyn Campbell,
5689 Hollister Avenue,
Goleta, CA 93017
(805) 964-4821

The Goleta Cultural Arts Program, although limited in its funding from the district's general fund, has been an evolving arts program. As the district moved toward decentralization, the need for arts-related activities and class instruction became evident. Orff-Schulwerk inservice workshops were the stimulus and foundation of the program.

Local artists, organizations, and institutions work with consultants and specialists to stimulate interest and activity in the program. The program is directed by a cultural arts consultant.

Outstanding artistic events, a dance residency program, children's theatre, opera, and special workshops are presented in cooperation

with the nearby University of California at Santa Barbara.

Some of the components of this arts program are the following:

1. Beginning and continuing classes in instrumental music
2. Five symphony concerts
3. Four arts events on the university campus
4. Dance residencies in five schools
5. Monthly meetings of a teachers' council for the arts
6. Pupil workshops in music and drama
7. Teacher workshops in humanities materials, Orff-Schulwerk, and movement

OAKLAND ARTS ALTERNATIVE SCHOOLS

Demonstration schools with inservice education components

Initiator: **Oakland Unified School District**
Grade level: **Kindergarten through grade twelve**
Support: **District general fund, Title III project funding, Central Midwestern Regional Educational Laboratory (CEMREL) materials, and consultant services**
Contact: **Stanley Cohen, Oakland Unified School District, 1025 Second Avenue, Oakland, CA 94606 (415) 836-2622**

Aesthetic education learning materials are being used by team teachers working in an open and ungraded structure. Three alternative schools are linked in a model arts program. They are the Arts Magnet School (kindergarten through grade three), Mosswood Elementary School (grades four through six), and the Renaissance School (grades seven through eleven).

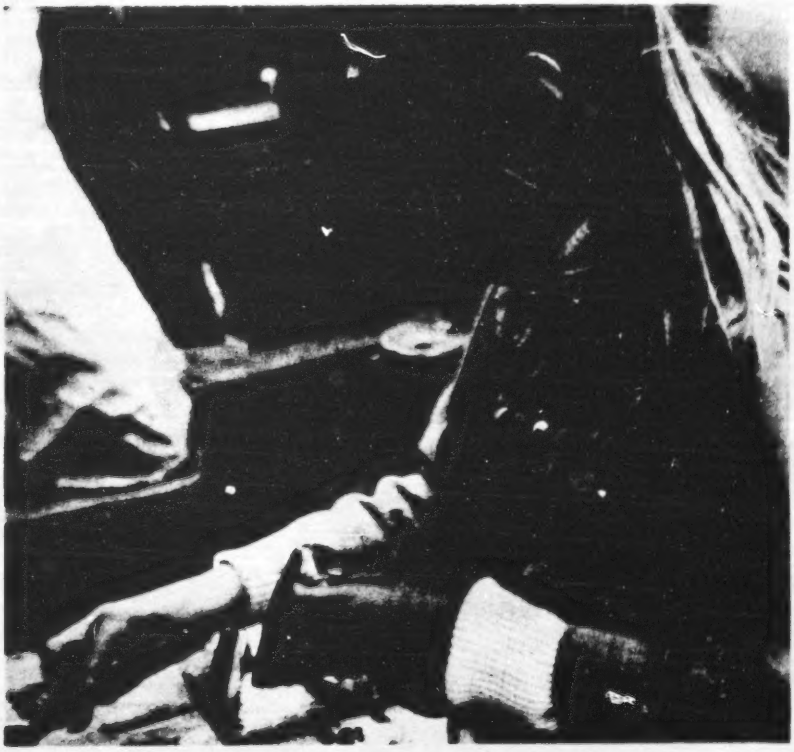
The intent of the Oakland model is to provide ongoing visible proof of the effectiveness of arts-centered programs with children of all ages and from all parts of the community. The arts are interfaced with other curriculum areas, and the separation of subjects is minimized. All teachers are responsible for both the arts and other academic subjects. Community artists work with students in the alternative schools and conduct inservice workshops for teachers.

Parents participate in the planning and implementing of each school through the Oakland Master Plan Citizens' Committee. The school board, with administrative support, approves each program for a five-year period. A Title III project has been approved and funded. The primary school serves as a demonstration model for the CEMREL Aesthetic Education Program.

Each school staff, with the support of parents and students, develops responsive programs. Advisory support is obtained from staff consultants and community artists who are paid with Title III funds.

Inservice education is a major component of the program. The three schools are always open for observation. The Aesthetic Education Learning Center is a permanent part of the primary school. CEMREL-developed materials are used by the children, and inservice opportunities are available for parents and teachers. This school also serves as a model for two additional experimental schools in the area. Interested visitors are welcome.

Resource materials: Abstract of Urban Magnet Program in Arts and Humanities (Title III project), description of three alternative arts schools, and Aesthetic Education Learning Center brochure.



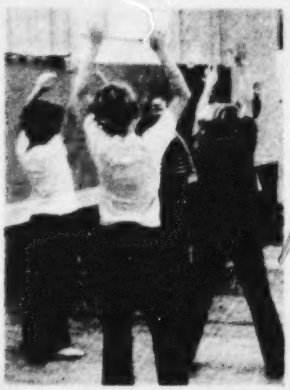
Children should have opportunities to express themselves.

IN-SCHOOL ARTS PROGRAMS

BERKELEY DANCE AND CREATIVE MOVEMENT PROGRAM

A dance and movement program directed by a resource teacher

Initiator: Berkeley Unified School District
Grade level: Kindergarten through grade three
Funding: District general funds for released time
Contact: Dorothy Mozen, Oxford Primary School,
1130 Oxford Street,
Berkeley, CA 94707
(415) 644-6300

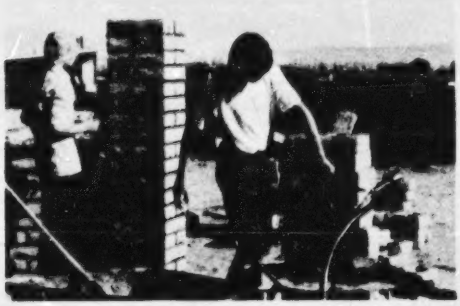


Dance and creative movement can be integrated into the total curriculum. The boys and girls at Oxford Primary School are developing considerable skills in movement and dance under the leadership of a dance resource specialist; however, something even more important is happening. The fun of learning is spilling over into the regular classrooms.

The success of such a program requires a commitment to quality education by members of the school board, administrators, and teachers. Success also demands an enthusiastic and creative teacher

who is skilled in human relations and who has an understanding of classroom problems.

Regularly scheduled visits to the dance class are supplemented by dance workshops for teachers and ongoing communication between dance instructors and classroom teachers.



BORREGO SPRINGS HIGH SCHOOL ENVIRONMENTAL PROGRAM

High school art students revitalizing the environment

Initiator: Borrego Springs Unified School District
Grade level: Grades seven through twelve
Support: Student body funds and community backing
Contact: Charlotte Fortiner, Borrego Springs High School, P.O. Box 235, Borrego Springs, CA 92004 (714) 767-5335

A visitor to Borrego Springs High School might see students building walls, pouring cement, setting tile, laying brick, or planting trees. Such activities are common at this small high school in which more than half of the students are enrolled in visual arts and crafts classes.

Student desire for artistic expression as a means of showing school pride led to systematic plans for revitalizing the school environment. A gift from a graduating class, donations, and professional help from members of the community made the project a reality.

Students, teachers, and members of the community can be proud of the outdoor recreation area that has been built with recycled and donated materials and the 55-foot-long mural that has been created by students with help from the community.

BROAD AVENUE SCHOOL ARTS PROGRAM

An arts program for an individual school

Initiator: Broad Avenue Elementary School,
Los Angeles Unified School District
Grade level: Kindergarten through grade six
Funding: Normal funding by district
Contact: Howard J. Hedges, Principal
Broad Avenue Elementary School, 24815 Broad Avenue,
Wilmington, CA 90744
(213) 835-3118

The arts program at Broad Avenue Elementary School is an example of total staff commitment to arts in education. Teachers and parents at this school are dedicated to promoting the arts for all children.

A music specialist is made available to the school. Classroom teachers assist with a choral music program. Teachers with special talents in visual arts and crafts, dance and body movement, theatre and drama, music, photography, and creative writing provide experiences for all students by exchanging classrooms. A cooperative principal helps to make this happen before, during, and after school hours. Teachers volunteer their time and talents.

An arts program can grow only if the school staff has an interest in and concern for arts education. The Broad Avenue School's arts program is a success because the principal, teachers, and members of the community support it enthusiastically, and each member of the staff is committed to providing opportunities for children to have experiences in creative expression.

A school arts program can be successful if it has support from the community.

CAMPBELL BEAUTIFICATION PROJECT

A school district project to beautify the school environment

Initiator: Campbell Union Elementary School District
Grade level: Kindergarten through grade eight
Support: One art coordinator and community funding
Contact: Marcia Wells, Art Coordinator (1974-75),
155 North Third Street,
Campbell, CA 95008
(408) 378-3405

Colorful schools can bring cheer and life to a dull and drab neighborhood. Pupils in 19 schools of the Campbell Union Elementary School District have created brilliant murals and locker paintings.

The students are involved in idea and theme development, design, and creation of the mosaics and murals. Each project reflects the needs and desires of the children in an individual school. The children often relate their project to classroom experiences.

The entire school community has been involved in the beautification project. Enthusiastic pupils and teachers receive the support of the school's administrators and members of the community. Without help from the community, this project will not continue. The district's resources have been reduced, and the position of art coordinator has been eliminated.

Resource material: Documentary film presentation of mural project (available from school district on loan basis)

ORANGE DANCE AND MOVEMENT PROGRAM

A comprehensive dance and movement project as part of the Artists-in-Schools Program

Initiator: Orange Unified School District
Grade level: Kindergarten through grade twelve
Support: Matching funds from the district and the National Endowment for the Arts (Artists-in-Schools Program)
Contact: Greta Weatherill,
370 North Glassell Street,
Orange, CA 92667
(714) 997-6386

The development of a program of dance and movement for all pupils in a district sometimes requires more than enthusiastic

teachers and pupils. Administrators in the Orange Unified School District are utilizing the capabilities of neighboring community colleges and private institutions.

A professional dance company in residence and dance movement specialists provide the framework for a comprehensive program of dance and movement. Classroom dance activities in an elementary school and a junior high school (with emphasis on activities for boys), workshops for teachers and parents, and demonstrations are designed to employ movement as a means of encouraging self-expression in children.

With the support of the superintendent, members of the school board, and administrators, one very enthusiastic high school dance teacher was able to develop an exciting program that has been acclaimed by observers from the National Endowment for the Arts. A major strength of the program is the excellent communication and dissemination of information about the program to pupils and members of the community.

Other areas of the arts can benefit when one program is successful. This district's dance component has been the impetus for development of a comprehensive arts program.

Resource materials: Program announcements

Movement can be employed as a means of encouraging self-expression in children.

PALO ALTO VISUAL ARTS PROGRAM

School and community working together for a visual arts program

Initiator: Palo Alto City Unified School District
Grade level: Kindergarten through grade six
Funding: One arts consultant
Contact: Kay Alexander, Palo Alto City Unified School District,
25 Churchill Avenue,
Palo Alto, CA 94306
(415) 327-7100

Teachers in the Palo Alto City Unified School District are fulfilling the goals expressed in the *Art Education Framework for California Public Schools.*

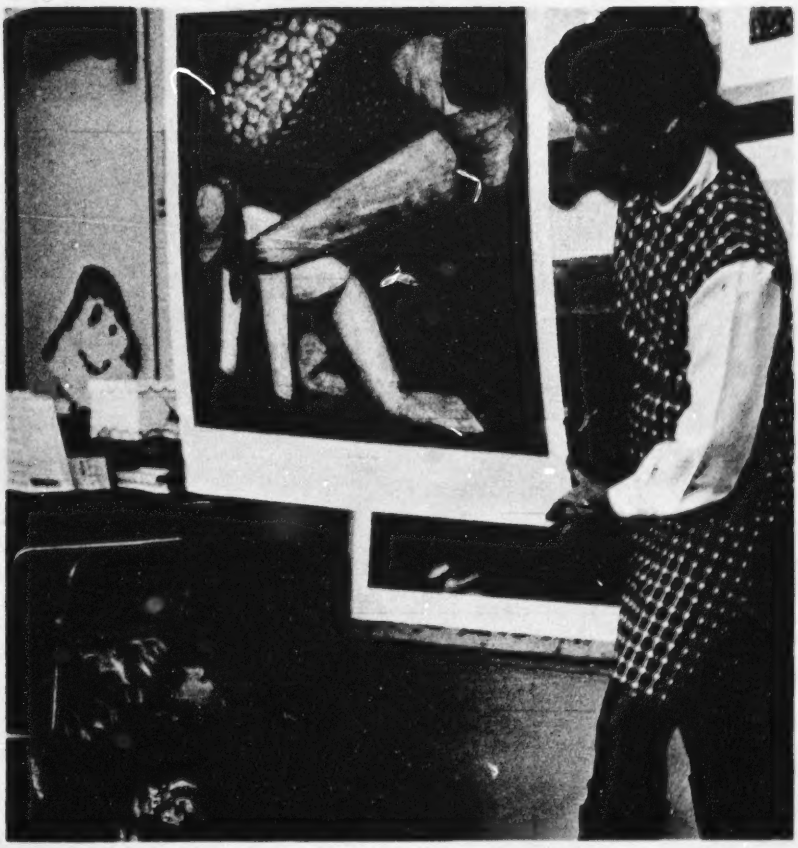
The main goal of the district's arts program is to ensure that every child who leaves the elementary grades will be able to:

1. Use a wide variety of art materials.
2. Enjoy beauty in the environment.
3. Appreciate art created by people of other times and places.
4. Make informed judgments about works of art and the artifacts of daily life.

Such a program will succeed only if school personnel, parents, and members of the community work together to provide a wide variety of experiences in the visual arts. Creating art, understanding art, and appreciating art are aspects that are developed together in the aesthetic growth of children.

The Palo Alto arts program has been organized and coordinated by an art consultant. This program includes the following:

1. Open art studio. During the noon recess pupils work on various arts and crafts projects. The studio is staffed by teams of parents. A "scrounge auxiliary" helps to gather inexpensive or free materials for these activities. Specially equipped art resource rooms are available. Pupils may work on projects under the supervision of trained volunteer parents.
2. Art heritage volunteers project. Parents who are knowledgeable about art history visit the classrooms to show works of art or discuss art and artists.
3. Artist-in-action program. Pupils are given opportunities to see local artists and their work, both in the classroom and in the artists' studios.
4. Art-on-the-walls project. Examples of the pupils' art are displayed on the walls of classrooms and corridors.



A child's experiences can be enriched.

5. "Art Thing Wing Ding." Students (over 2,500 this year) observe professional artists at work and participate in arts activities. Local artists show pupils and their parents a wide variety of arts and crafts in action.
6. Enrichment program. Specialists in art, as well as in other subjects, enrich the pupils' experiences while relieving teachers for preparation time.
7. Teacher workshops. Teachers participate in a variety of arts and crafts activities.

Resource materials: Art guide and materials for teachers and docents

POWAY CULTURAL ARTS PROGRAM

Classroom preparation and performances of various art forms

Initiator: Poway City Unified School District
Grade level: Kindergarten through grade twelve
Funding: Cultural arts coordinator and community funding
Contact: Ray Fillion, Poway City Unified School District,
13626 Twin Peaks Road,
Poway, CA 92064
(714) 748-0010

Participation in a community event provides rewarding experiences.

The Poway Cultural Arts Program provides sequential instructional lessons in such fields as ballet, opera, jazz, and symphonic music followed by attendance at appropriate performances. Instructional lessons include the history and background of the particular art form.

Under the leadership of a cultural arts coordinator, representatives from each school attend inservice workshops. Teachers and parents assist in the development of study materials in preparation for educational field trips, school concerts, and community events. The cultural resources of the region are utilized fully.

SAN DIEGO CREATIVE WRITING AND ART PUBLICATION

An annual publication of secondary student art and creative writing

Initiator: San Diego City Unified School District
Grade level: Grades seven through twelve
Support: District support for writing consultants and student publication
Contact: William C. de Lannoy, San Diego City Unified School District,
4100 Normal Street,
San Diego, CA 92103
(714) 298-4681, Extension 457

The literary magazine *Quest* has been published annually for the past 16 years by the San Diego City Unified School District. (See sample materials from *Quest* on the following page.) Students in grades seven through twelve submit artwork and original manuscripts of poetry, fiction, or nonfiction. The work of the students is developed in writing classes that are supplemented by creative writing workshops under the direction of professional writers. (Thirty workshops were held during 1974-75.) Over 4,000 manuscripts are submitted each year for selection by an editorial board for good content balance. Credit is given by name and age to avoid competition between schools.

The district underwrites publication costs and provides workshops, which are conducted by professional writers. Support is also given for consultants in speech/drama, language arts, and art.

Because of the effective writing and artwork of this publication, it is used as a textbook in the district.

SAN LUIS COASTAL DOCENT VISUAL ARTS PROGRAM

Community volunteers teaching art appreciation in the classroom

Initiator: San Luis Coastal Unified School District
Grade level: Kindergarten through grade six
Support: Community funding
Contact: Bernice Loughran, California Polytechnic State University,
San Luis Obispo, CA 93407
(805) 546-2975

Pupils in San Luis Obispo's elementary schools are becoming knowledgeable about great works of art and are learning to make creditable aesthetic judgments. These accomplishments have been made possible by the dedicated efforts of personnel from the nearby state university and the community's art agencies.

A professor of art at California Polytechnic State University, San Luis Obispo, has trained volunteers in the skills necessary to teach visual and tactile perception, art heritage, and aesthetic judgment. Local art agencies provide materials and volunteers for this docent program.

In the training program volunteers acquire an art vocabulary with which to construct stimulating discussions with students. This project, which is called "Talking About Art," has just completed its first year of successful operation. The program exemplifies the cooperative efforts of the school, the community, and the nearby university.

The Castle

Black against the dusk,
The castle had looked indestructible.
Guardhouses silhouetted the vertical walls.
Domes and steeples that towered above the earth
Seemed to mock the heavens.
At intervals a slosh was heard
As the murky waters of the moat
Splashed against the fortress walls.
Over these depths a single drawbridge
Made enemy entry impossible.
Great banners billowed in the wind,
Threatening all foreigners.
Everyone looked at the castle in awe—
But, alas, the tide came in,
And a wave washed it away.

An individual's expression can be enjoyed by others.

SCHOOL/COMMUNITY ARTS PROGRAMS

THE SATURDAY CONSERVATORY OF MUSIC

Individual music lessons and orchestral experiences for children at a university

Initiator: California State University, Los Angeles
Grade level: Grades four through twelve
Funding: Student fees, donations, and fund raising for scholarships
Contact: Robert Runge or Carl Bruce, Department of Music,
California State University, Los Angeles,
5151 State College Drive,
Los Angeles, CA 90032
(213) 224-3448 or 224-3473

Saturday morning, usually quiet on most university campuses, is bubbling with activity at California State University, Los Angeles, as young people with instruments in hand trudge up the hill to the music building. The building's corridors are alive with activity as exercises, scales, and short musical selections are being played on a variety of instruments.

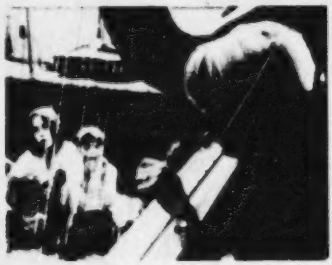
The Saturday Conservatory of Music has the following goals:

1. Provide opportunities for pupils to study music beyond the beginning lessons given at their schools.
2. Allow capable students at the university to work with young people in both staff and teaching positions.
3. Acquaint the community with the opportunities and facilities available in the university's music department.

Several years ago, as the instrumental music program was being severely cut in the Los Angeles schools, music teachers and university professors developed this project to supplement the regular program. Minimum fees are charged to provide salaries for the teachers and staff. Equipment and facilities are provided by the university, while instruments and music are made available both by the school district

and by the university. Deserving students receive scholarships, which are made possible by fund-raising projects.

Resource material: Description of program



MUSIC FOR YOUTH

Opportunities to experience music making at a university

Initiator: California State University, Northridge
Grade level: Preschool through grade ten
Support: University support
Contact: Mary Louise Reilly, Department of Music,
California State University, Northridge,
18111 Nordhoff,
Northridge, CA 91324
(213) 885-3274

The Music for Youth program, which is similar to the Saturday Conservatory of Music, includes a variety of music experiences for children from preschool through junior high school. The laboratory learning and team teaching approach are designed to better prepare music majors at the university for teaching and to fill a community need for music experiences in the schools.

The Music for Youth program was initiated in 1970 to fill a need for improved preservice education for music majors. The program operates in conjunction with music education classes for prospective teachers by providing laboratory classes of varied musical activities for preschool and primary children. Pupils in the intermediate grades may learn to play social and orchestral instruments or sing in the chorus. The program has advanced the community's interest in its schools.

Resource materials: Class announcements and descriptions

THE DE YOUNG MEMORIAL MUSEUM ART SCHOOL

Art classes conducted in museum and classroom visits by museum staff

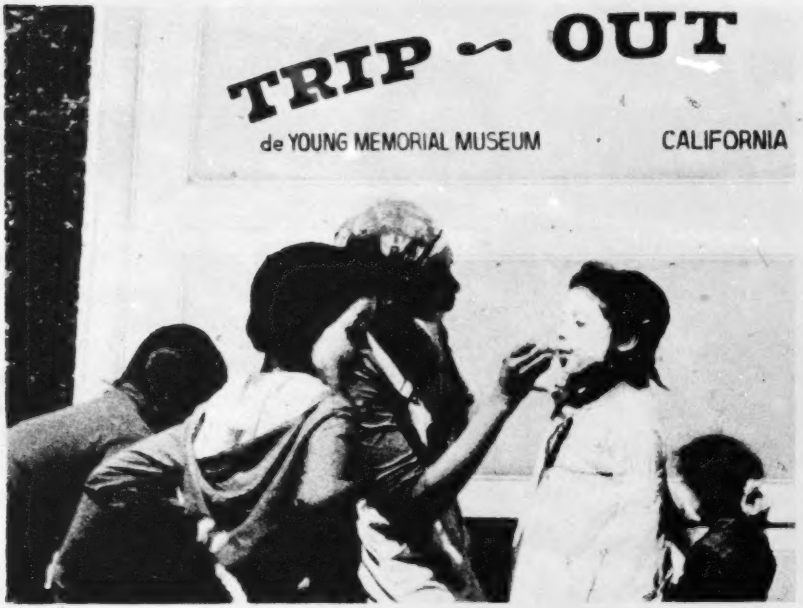
Initiator: de Young Memorial Museum
Grade level: Kindergarten through grade twelve
Support: National Endowment for the Arts, California Arts Commission, Comprehensive Employment and Training Act, community agencies, and foundations
Contact: Elsa Cameron,
de Young Memorial Museum,
Golden Gate Park,
San Francisco, CA 94118
(415) 558-3109

The de Young Memorial Museum Art School has two components that provide arts experiences for young people. Courses are offered in arts and crafts. Students may participate in an apprenticeship program. Internships are offered to high school students in video work and studio photography. Younger children can participate in creative dramatics. A second program provided by the museum includes visits to schools by artist-teachers with exhibits.

The exhibits, which are transported in the museum's "trip-out trunk," include common artifacts, folk art, photographs, and descriptive materials. Some are concerned with the objects and multicultural references about the objects. Other exhibits deal with the process of creating art and the resulting objects. All are designed as teaching tools for elementary school classes and for art or ethnic study curriculums in elementary and junior high schools. The objects are used to create a museum exhibit in the classroom. Every attempt is made to integrate art into the classroom curriculum and to assist the teacher to continue the programs after the visits. The program is free to San Francisco schools. Professional artists assist in the program.

Funding support for the program is provided by numerous local groups, such as the Bothin Helping Fund, the Junior League, and the de Young Memorial Museum Society, as well as the National Endowment for the Arts and the California Arts Commission. The use of Comprehensive Employment and Training Act funds for the employment of artists and photographers has added a new dimension to the program.

Resource materials: Sample brochures and class schedule announcements



Cultural agencies in the community may have educational programs.

GLOBE THEATRE EDUCATIONAL TOUR

Theatrical performances and workshops

Initiator: Old Globe Theatre
Grade level: All ages
Funding: California Arts Commission, Globe funds, fees, and donations
Contact: Craig Noel, Globe Theatre,
Balboa Park,
San Diego, CA 92103
(714) 234-3601

Often before daylight, a large truck and two small vans pull up at a school somewhere in the desert of Imperial County, in the mountains of San Diego County, or in the central city. Within an hour the school becomes a theatre and children are transported back 400 years as Elizabethan music heralds the arrival of jugglers, tumblers, ladies in waiting, bubble blowers, swordsmen, and mimes. Later, the audience is transfixed by the spectacle of live theatre as a story unfolds.

The Globe Theatre Educational Tour was conceived as a project to bring live theatre to people who, for economic or geographical reasons, might never have seen a play. In the fall of 1974, more than 100 schools were visited and free public performances were given in parks and community centers on Saturdays.

To prepare students, the office of the San Diego County Superintendent of Schools produced a drama education kit that could be used in discussing the play. Inservice sessions were held to instruct teachers in the use of the kit.

The second tour was modeled after the first tour with an important addition. The actors were introduced to and trained in teaching techniques based on the *Drama/Theatre Framework for California Public Schools.* Before each performance, actors conducted drama workshops for pupils who were scheduled to see the play. In these workshops pupils were acquainted with creative dramatics and the play they were to see.

The program has a full-time coordinator and advisory committee of teachers and administrators. Each tour is carefully planned to achieve the greatest impact on the young people in the schools. Thorough evaluation and feedback are provided.

With substantial support from the California Arts Commission, local agencies, and the schools, the program is gradually generating more self-support.

Resource materials: Promotional and educational materials

Live performances can enrich the arts program.

SOUTHERN CALIFORNIA CHILDREN'S THEATRE FESTIVAL

A two-day festival of dramatic productions for children

Initiator: Southern California Educational Theatre Association
Grade level: Kindergarten through grade twelve
Funding: Entry fees and admissions
Contact: Salley Sacks, Department of Theatre,
California State University, Northridge,
18111 Nordhoff,
Northridge, CA 91324
(213) 885-2845

Each year the Southern California Educational Theatre Association organizes a children's theatre festival at a large educational complex, such as one of the state universities. High school, college, and university students and professional actors are invited to perform. About 30 theatrical groups participate each year. The public is invited to attend the performances.

Judges observe and evaluate each production and meet with the actors to discuss their performances.

SOUTHERN CALIFORNIA EDUCATIONAL THEATRE ASSOCIATION HIGH SCHOOL THEATRE FESTIVAL

A festival of high school theatre productions with student workshops

Initiator: Southern California Educational Theatre Association
Grade level: Grades nine through twelve
Funding: Entry fees, admissions, and donations
Contact: Jacqueline A. Melvin,
6435 Densmore Avenue,
Van Nuys, CA 91406
(213) 994-4541

Each year since 1971 the Southern California Educational Theatre Association has sponsored a theatre festival for high school students. The uniqueness of this project is that the productions are full three-act plays that have been presented as part of a regular high school curriculum. Twenty-eight schools participate in the festival.

Three productions are selected and prepared for presentation on a college campus. Performances are scheduled over a weekend. Workshops are held for all of the casts and crews of the participating schools. Sessions in acting, creative dramatics, film making, make-up,

and other areas of interest to drama students are provided without charge.

The program gives high school students valuable experience in college theatre. Drama teachers participate in many of the activities.

ROUNDABOUT THEATRE WORKSHOP

A community college children's theatre touring program

Initiator: Rio Hondo Community College
Grade level: Kindergarten through grade six
Funding: Community service funds and staff support from college theatre department
Contact: Yoshio Nakamura, Rio Hondo Community College,
3600 Workman Mill Road,
Whittier, CA 90608
(213) 692-0921, Extension 286

The Roundabout Theatre Workshop is composed of 15 student actors who perform in two touring children's theatre projects. The first project is an original children's play, *A World of Difference*, which is a rehearsed and structured performance. The second project is a play, *The Factory*, which is performed by an improvisational

Exciting performances in children's theatre can be provided.

children's theatre group. In this less-structured production, actors interrelate with the children.

Numerous school officials, teachers, and parents have long expressed a desire for a children's theatre group that would visit the schools. Members of the theatrical department at Rio Hondo Community College, with the help of the community services office at the college, have developed the Roundabout Theatre.

Teacher guides participate in the presentations by giving information regarding the play and its structure. The guides also describe the theatrical devices utilized and the teacher/student preparation required for the play. Both components of the project are related to the *Drama/Theatre Framework*, and the creative dramatics provide opportunities for the classroom teacher to implement the *Framework*, after direct observation of the techniques.

The program is almost self-supporting, and the participation of the college students provides exciting experiences in children's theatre. The program has been filmed for educational television. Performances are presented each year at the Southern California Children's Theatre Festival.

MOUNT SAN ANTONIO COLLEGE COMMUNITY ARTS PROGRAMS

Community college and school districts cooperating in visual and performing arts programs

Initiator: Mount San Antonio Community College District
Grade level: Kindergarten through grade twelve
Funding: Community service funds, California Arts Commission, donations, district funds, and fees
Contact: Barbara Hall, Mount San Antonio College,
1100 North Grand Avenue,
Walnut, CA 91789
(714) 598-2211

Mount San Antonio College is vitally concerned with the needs of the residents of the 17 cities located within its district. Members of the college staff have become increasingly aware of the need for school children of all ages to have access to the professional performing arts. College administrators have made their facilities, staff, and community service funds available for joint school and college visual and performing arts programs. The success of these programs has been made possible by the creative leadership of a community services assistant.

The arts programs have included on-campus, in-school, and research activities.

Programs presented in the college's facilities include the following:

1. Friday morning concert series for grades four through six
2. Miniconcerts and workshops for music students in grades seven through twelve
3. Art gallery tours for grades one through twelve
4. Classic film discussion series
5. Documentary film series produced by the Los Angeles County Natural History Museum
6. Classes for mentally gifted minors in drama, music, drawing and painting, crafts, creative writing, puppetry, poetry, mythology, pottery, kinetics, and photography
7. Summer dance program for students and teachers

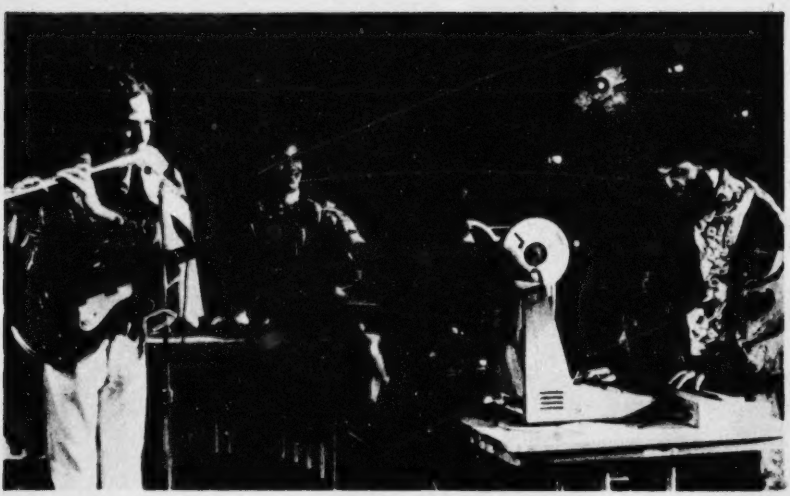
Programs presented at individual schools include the following:

1. Dance programs featuring dance companies in residency at Mount San Antonio College (partially funded by the National Endowment for the Arts)
2. The Tarradiddle Travelers, a troupe of storytellers, musicians, and actors (for children in kindergarten through grade five)
3. James Dale Ryan in a one-man show featuring the works of Shakespeare, Blake, Yeats, and Joyce (for drama and literature students in grades nine through twelve)
4. "The Vintage Years," a portable modular gallery

Research activities include the following:

1. A summer performing arts workshop, "The Arts Circus" (for grades four and five)
2. Music module program, a pilot program to be used as a model of school, college, and community effort to bring the performing arts to an entire school district

Resource materials: Sample program announcements, color films, slides, catalogs, and student preparatory materials



Students from a nearby college may provide in-school experiences.

PERFORMING TREE

A community service project with in-school performances

Initiator: Junior League of Los Angeles
Grade level: Kindergarten through grade twelve
Funding: Junior League of Los Angeles, California Arts Commission, National Endowment for the Arts, and school district support
Contact: Nancy Riley, Performing Tree Project,
Instructional Materials Center,
Los Angeles Unified School District,
1061 West Temple Street,
Los Angeles, CA 90012

Performing Tree is a community service project sponsored by the Junior League of Los Angeles and the Performing Arts Council of the Music Center of Los Angeles. The project is designed to increase awareness of the value of the arts in education. Each year two performances in music, dance, drama, or opera are presented to pupils in grades three through six in two of the twelve areas of the Los Angeles Unified School District. An instructional guide was developed by education specialists in the fields of dance, drama, and music. The guide is closely related to state frameworks and curriculum materials currently used in the schools.

Inservice sessions are offered to teachers. Filmstrips, supplementary television programs, and artist residencies are being planned. A valuable component of the program is the advisory council made up of administrators, teachers, arts consultants, parents, and community representatives. These individuals may offer guidance and a structured evaluation of the program.

The finest professional guidance in arts and education is combined with the creative use of existing and emerging community arts resources. The cosponsoring organizations commit their administrative and financial support. School personnel provide an office, supplies, and instructional consultants. Funding is solicited from local, state, and national sources.

Resource materials: Performing Tree Guide to the Performing Arts and informational brochures

Existing community arts resources can be included in a school's arts program.

CIVIC ARTS INSTRUCTIONAL PROGRAM OF WALNUT CREEK

A comprehensive program of visual and performing arts for all ages

Initiator: Civic Arts Instructional Division, City of Walnut Creek
Grade level: All ages
Funding: City financial support and fees
Contact: Lisa Bennett, City of Walnut Creek,
1445 Civic Drive,
Walnut Creek, CA 94596
(415) 935-3300, Extension 254

The Civic Arts Instructional Program of Walnut Creek is an unusual program in an unusual community. Established in 1963, this unique arts program has emerged as a major force in the cultural life in central Contra Costa County. Many dedicated people have worked to bring arts programs of national stature to their community, to initiate exchange programs with other communities, and to stimulate the involvement of persons of all ages in instructional programs. Programs and activities are provided in the areas of instruction, performance, and exhibition. The projects are administered by a full-time staff, part-time professional instructors, and many volunteers from the community.

Approximately 1,200 students are enrolled in more than 85 classes. Many of these classes are accredited by a nearby college. Special workshops are conducted for teachers to encourage greater classroom use of creative and technical skills in the visual and performing arts.

Ongoing school outreach programs include dance demonstrations, lectures, and studio experiences in the classroom.

The instructional program is highly flexible in nature. The structure of the scheduling is based upon a quarterly arrangement, with continuing attention given to form and content. The children's program is thematic. Children are encouraged to develop their artistic skills in pertinent historical and cultural contexts.

Effective communication between the municipal agency and schools is being developed. An obvious commitment to the arts, as an educational tool and as a life process, has been the motivation to share expertise and experiences for the benefit of the entire community.

Resource materials: Sample class schedules and program announcements

CHARACTERISTICS OF AN ARTS-ORIENTED PROGRAM*

School systems that have developed effective arts education programs have the following characteristics:

1. A commitment to quality education for all children. The school system has a commitment to improving the quality of education for all children and has established a mechanism for systematic change and innovation.
2. A commitment to quality education through the arts. A significant number of school board members, administrators, teachers, and parents subscribe to the belief that teaching and learning through the arts can improve the quality of education for all children. These people regard education as a creative living and learning process and feel that the arts provide a powerful motivation for this process.
3. The creative use of existing human, financial, and physical resources. The school system allocates a significant amount of time, effort, and money to the planning and development of arts in education programs. Local public funds provide the permanent base of support for school programs; private funds are used mainly for research and development purposes. Existing facilities in the schools and the community are fully utilized.
4. A coherent, collaborative approach to program planning and development. Programs are planned, developed, operated, and assessed by people who participate in them. Consequently, these programs relate to the actual strengths and needs of individual schools and make use of the appropriate resources in the schools and community. Professional consultants in the arts and education are involved in the planning and development process.

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*Excerpted from materials published by the staff of the Arts in Education Program of the John D. Rockefeller III Fund.

5. An organic program design. The arts programs that have been most effective share at least three related points of emphasis: (1) strong programs in all the arts for all children; (2) interdisciplinary teaching and learning; and (3) effective and regular use of community cultural resources, including services provided by artists and arts institutions.
6. A continuing curriculum and staff development effort. Program planning and development occur simultaneously with curriculum and staff development workshops, seminars, and meetings.
7. Ongoing internal and external documentation and evaluation. Evaluation of the school's efforts in program planning and development is continuous and mostly internal. The evaluation process addresses questions of effectiveness in terms of the goals and objectives the school has set for itself.
8. An effective communications network. A conscious and systematic effort is made to share information about the school's new arts programs, and problems and prospects are discussed within the school, with other schools and cultural institutions, and with advisory groups in the community.

Publications Available from the Department of Education

The curriculum frameworks referred to in this publication are available from the Department of Education at the prices listed below:

Art Education Framework (1971)	$ .50
Drama/Theatre Framework for California Public Schools (1974)	1.05
Music Framework for California Public Schools (1971)	.50

Orders for publications should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance must accompany order. Purchase orders without checks are accepted only from government agencies in California. Six percent sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

75 63 03–0323 300 1-76 5M